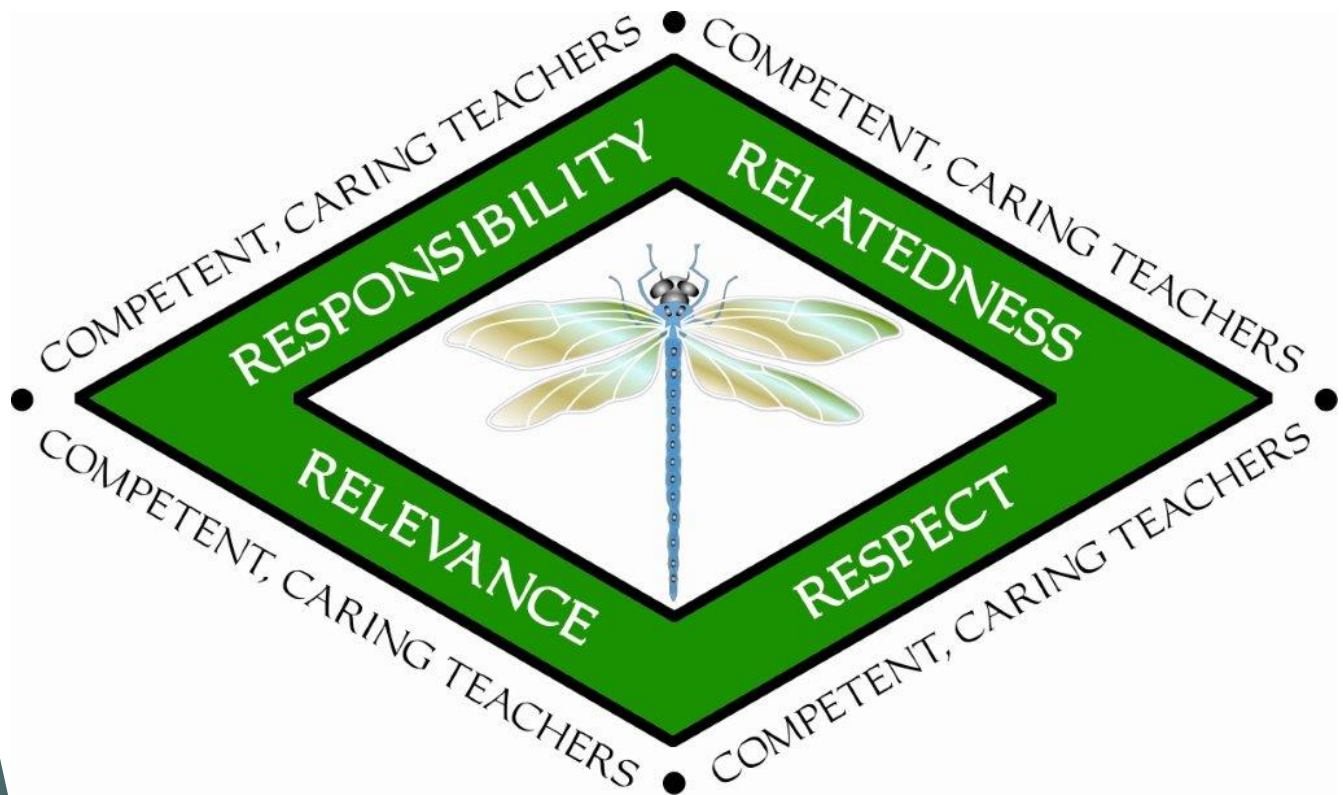


UNITED TRIBES TECHNICAL COLLEGE

Teacher Education



TEACHER EDUCATION HANDBOOK

For more information, please contact:
Lisa J. Azure, Chair of Teacher Education
United Tribes Technical College

*Preparing Competent,
Caring Teachers*

UNITED TRIBES TECHNICAL COLLEGE
TEACHER EDUCATION
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Conceptual Framework Symbol

The Dragonfly Spirit of Zuni legend is a protector of children. Japanese warriors often used it as a symbol of strength, courage & invincibility. In ancient cultures, damselflies (related to dragonflies by the Order Odonata) represented transformation, adaptation, insight, immortality, regeneration, swiftness, summer, illusion and a connection to the spirits (plants) and elements (water) of nature. Many tales tell of people, troubled with inner conflicts and doubts, being guided and helped by dragonflies.

The green diamond that surrounds the dragonfly is from the United Tribes Technical College institutional logo. Within the institutional logo, there are five diamonds, each representing unity among the five tribes that make up United Tribes: Three Affiliated Tribes of Fort Berthold; Standing Rock Sioux Tribe; Turtle Mountain Band of Chippewa; Spirit Lake Tribe; and Sisseton Wahpeton Sioux Tribe. The diamond symbolizes man and life.

TEACHER EDUCATION DIRECTORY

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TEACHER EDUCATION OVERVIEW

Teacher Education at United Tribes Technical College provides the training and experience needed to qualify students to teach in tribal, public and private schools through a standards-based program. The Teacher Education program at United Tribes Technical College is centered on a theoretical knowledge base that combines with a general education curriculum, specialty content area expertise and a professional core of education-related courses to develop competent, caring teachers. The coursework within the education major helps the teacher candidate develop a sound philosophy of education, acquire comprehensive understanding of curriculum, the role of the teacher, methodology, teaching skills, and assessment through a variety of courses and school-based experiences in actual classroom settings.

All candidates who complete the United Tribe Technical College's Teacher Education baccalaureate programs are eligible to apply for a North Dakota Initial Teacher License. Teacher licensure is governed by North Dakota Education Standards and Practices Board regulations. When changes occur, the requirements mandated by the state of North Dakota take precedence over a published college catalog.

Mission Statement

The Mission of United Tribes Technical College:

United Tribes Technical College is dedicated to providing American Indians with postsecondary and technical education in a culturally diverse environment that will provide self-determination and economic development for all tribal nations.

The Mission of the Teacher Education Unit:

The UTTC Teacher Education unit prepares teachers as decision makers who are reflective, competent educational leaders, caring of and committed to families and community and dedicated to maximizing the potential of all children, especially American Indian children.

The Teacher Education mission is consistent with the institutional mission and vision of skilled, knowledgeable, culturally-grounded, healthy graduates from an institution that is a leader in Tribal education, arts, cultural preservation, technology, research, and the humanities.

TEACHER EDUCATION

Conceptual Framework

Recognizing the need for well-prepared teachers on reservations and rural areas of the northern Great Plains, UTTC developed the Teacher Education unit. The unit and the subsequent programs were derived from core principles or beliefs and cultural values; these principles/beliefs and values guide the development of a philosophical foundation upon which the unit and the program are built. More importantly, the principles and beliefs are reflected in the expected professional dispositions of teacher candidates.

Our philosophy is grounded in the following core beliefs that guide our teaching practice in the Teacher Education unit and the College:

- A. We believe that learning and teaching are most productive when educators and learners engage in purposeful reflection at all stages of the learning process.
- B. We believe the practitioner's role is to facilitate learning by creating opportunities for all learners to engage the curriculum and progress through it at developmentally appropriate stages.
- C. We believe consistent and purposeful assessment and evaluation must:
 - Take place at various points throughout programs,
 - Include multiple means to gather useful and adequate information,
 - Reflect on collected information to determine individuals' strengths and challenges, and
 - Analyze data in order to make decisions (i.e., program, curriculum, personnel).
- D. We believe emphasis on diversity is critical to the development of positive learning environments and that importance of diversity must be made explicit:
 - In the curriculum,
 - In classroom language and interactions, and
 - In the selection of teaching and learning strategies.
- E. We believe constructivist uses of technology must be woven into every aspect of the curriculum and the learning environment. The use of these technologies must:
 - Be carefully planned,
 - Support active learning, and
 - Be infused with intentional, authentic, and collaborative learning opportunities.

The philosophy of the UTTC Teacher Education unit is that a competent, caring teacher is prepared to teach *all* children. We believe that teaching from what was traditionally a Native perspective is the best way for all children to learn. A Native perspective begins with recognizing the child in the context of family, community, and culture. Learning is a natural part of human growth, development, and socialization in all cultures. In many

cultures, particularly Native American, the learning experiences that constitute education are based in cultural values of relevance, relatedness, respect, and responsibility - referred to in this framework as the “4 Rs”.

Teacher Education Program Outcomes

The Teacher Education unit seeks to improve the quality of education in America by producing teachers who have demonstrated competency in the skills necessary for effective teaching through a well-designed program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the Division’s conceptual framework, Teacher Education has established the Teacher Candidate outcomes that are assessed throughout the Teacher Education program(s)

The outcomes listed below are aligned with the Teacher Education baccalaureate program Core Beliefs, the 4Rs - Relevance, Relatedness, Respect, and Responsibility – and the corresponding Interstate New Teachers Assessment and Support Consortium (INTASC) Standards.

Candidate outcomes:

1. To provide the content knowledge necessary for effective teaching and learning (Core Beliefs 3 and 5; Relevance, Responsibility; INTASC Standards 1 and 7);
2. To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students (Core Beliefs 2 and 3; Relatedness, Respect; INTASC Standards 1, 2, 4, 5, 6 and 8);
3. To use technology as a means of transforming teaching and learning, infusing it across the curricula (Core Belief 5; Relevance, Responsibility; INTASC Standards 2, 3 and 6);
4. To promote a deep respect for diversity demonstrated in candidates’ belief that all students can learn (Core Belief 4; Relatedness, Respect; INTASC Standards 3, 4 and 7);
5. To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process (Core Beliefs 1 and 2; Relevance, Responsibility; INTASC Standards 8 and 9); and
6. To develop effective communication skills so that viable partnerships between colleagues, students, and families can be nurtured (Core Beliefs 1 and 4; Relatedness, Respect, Responsibility; INTASC Standards 7, 9 and 10).

Dispositions of Competent, Caring Teachers

United Tribes Technical College Teacher Education supports the beliefs that candidates should possess appropriate ethical, moral, and professional dispositions to become caring and competent teachers. The following dispositions are evaluated throughout the Teacher Education programs:

- 1) Collaboration;
- 2) Integrity;
- 3) Respect;
- 4) Reverence for learning;
- 5) Professionalism;
- 6) Reflection;
- 7) Flexibility; and
- 8) Responsibility.

Overview of the UTTC Teacher Education Program

The UTTC Teacher Education faculty and staff have an open-door policy available to students for instruction, guidance, advising and support along their journey to becoming a teacher. Faculty members are responsible for the curriculum, defining and meeting course objectives and requirements and assigning grades.

Adjunct faculty referred to as “community-based faculty” who have successful teaching experience in a specialized area teach courses in their area of expertise or to supervise student teachers. The Teacher Education faculty and the community-based faculty maintain a positive working relationship that fosters productive learning experiences for students.

Teacher candidates in the program are evaluated by various professionals while in the program. Evaluations are kept in the candidates’ files. These evaluations are often shared to assist in their growth and development of the teacher candidate. The confidential student files are maintained in the Teacher Education office. Candidates may view their confidential files at any time in the Teacher Education Office upon request.

The function of the Professional Education Council is to advise on issues relating to the Teacher Education unit and the programs the unit governs. This council serves as a consultant to the program and makes recommendations. The council consists of practicing teachers and administrators in the area school districts. The Professional Education Council meets twice a year with the Teacher Education chair and faculty.

Academic Advising

A teacher candidate's program of study is to be considered the map which guides the student along his/her path toward graduation from the Teacher Education Program.

(The degree plan for Elementary Education is in the appendix of this Handbook.) All Teacher Education candidates are responsible for knowing and understanding their program(s) of study, planning the completion of their program(s), remaining informed about changes to their program(s) of study, and meeting all requirements.

To facilitate the advising process, Teacher Education candidates are advised by a member of the Teacher Education faculty who is thoroughly familiar with each candidate's program of study. Candidates must become familiar with the requirements identified in their program(s) of study. Teacher candidates who wish to be licensed or certified in a state other than North Dakota are responsible for acquainting themselves with specific requirements of that state. United Tribes Technical College does not assume responsibility for curricular difficulties arising from a candidate's lack of familiarity with requirements, change in vocational or professional objective, or change or indecision in area of specialization.

Candidates in the Teacher Education programs of study must take biology, earth, space and physical science course. In addition, candidates are required to take Native Studies, Multicultural Education and other general education courses identified on the program of study.

Admission to the Teacher Education Program

Admission to Teacher Education is a formal process, representing the initial step towards becoming eligible for recommendation for a North Dakota teaching license. All application materials are available in the Teacher Education department. Applicants should note that admission to Teacher Education does not guarantee subsequent approval for Student Teaching. Approval for Student Teaching is a process separate from admission to Teacher Education. It is recommended that students complete the process for Admission to Teacher Education by the first semester of their junior year. Admission criteria include:

1. English composition (grade C or above in ENG 110 and ENG 120 or equivalent);
2. Quantitative literacy (grade C or above in MTH 103 or equivalent);
3. Communication proficiency (grade C or above in COM 110 or equivalent);
4. Computer information literacy (grade C or above in CSC 101 or equivalent);
5. Grade C or above in EDU 250 Introduction to Education and PSY 230 Educational Psychology.
6. PPST scores required for admission to the Teacher Education program are:
 - Math 170/315
 - Reading 173/320
 - Writing 173/319

(The Admission Requirements & Checklist and Teacher Education Application are in the appendix of this Handbook.)

Transfer Students

Students who transfer to the United Tribes Technical College (UTTC) should meet with the Teacher Education Chair on an individual basis to determine what courses meet the requirements of the program. Transfer students may be admitted to the program after successfully completing one semester at the UTTC and meeting the criteria for admission. During their first semester, junior and senior transfer students can take education courses in the general education core. Transfer students may not take any professional core courses until they have been admitted into the program.

Retention in Teacher Education

A teacher candidate provisionally accepted into the Teacher Education program is expected to exhibit a level of professionalism reflecting the mission and goals of the Teacher Education program. A candidate's progress is continually monitored for retention in the program based upon his/her ability to meet specified criteria which include:

1. Provisional admission to a specific program is valid for a period of five (5) years. If you have not completed the program within the five-year period, you will be required to seek readmission under the current admission standards.
2. Professional education credit hours older than five (5) years at the time of program admission may not be counted toward licensure.
3. Failure to maintain a level of achievement consistent with the program standards required for teacher education admission may result in suspension from the program. Once you are admitted to the program, you must maintain a GPA of 2.75. You cannot receive a grade lower than a B in any professional education course. If you do receive a grade lower than a B, you may repeat any professional education course one (1) time only.
4. Maintain a 2.0 average on the *Teacher Education Professional Dispositions* tool.
5. Documented violations of the UTTC Student Code of Conduct may be considered grounds for suspension or dismissal from the Teacher Education program.
6. Admission status is provisional until you begin your student teaching. If you fail to maintain an acceptable level of achievement during this time, the Teacher Education Advisory Committee may revoke your provisional status.

Demonstration of Competency in the Program Goals

Utilization of the INTASC Principles and the North Dakota Program Approval Standards has allowed the Teacher Education program to assess candidate performance in areas characteristic of effective teaching for beginning teachers. Candidates are assessed on their level of competency using numerous assessment strategies in course work and field experiences. Other means of assessment used in the program are PPST scores, course grades, GPA, and designated assignments from practica and methods courses.

Electronic Portfolios

Teacher candidates are assessed in the program goals by submitting a program portfolio at different points in the program. In the semester prior to student teaching, candidates eligible to student teach must submit a portfolio that contains two artifacts with reflections for each program goal. One of the artifacts must be from the required list and the other is one that a candidate chooses that supports his/her understanding of a goal. The required portfolio artifacts are found in the Handbook appendix.

During the student teaching experience, candidates collect artifacts from the classroom setting for each goal and write a reflection for each that demonstrates their growth in understanding the goals. At the end of student teaching, candidates articulate their understanding of the program goals through a portfolio presentation.

At various times throughout the program, candidates are required to share and discuss the portfolio with faculty and other candidates.

Professional Dispositions

Besides learning the work of a teacher during school-based experiences, teacher candidates are expected to demonstrate the professional dispositions and behavior of a competent, caring teacher. Evidence of professional dispositions includes: regular attendance; punctuality; self-initiative and independence; reliability and dependability; articulate oral expression; accurate and effective written communication; critical thinking skills; tactful judgment with peers and instructors; collegiality; reflective response to feedback and supervision; outgoing interaction with students, peers, teachers, and others; desire to improve own knowledge and performance; commitment to the profession; positive attitude toward learners and families; professional ethics and demeanor.

The Dispositions Assessment Tool used for assessing the candidate's level of competence in this area is in the appendix of this Handbook. Candidates are responsible for understanding their level of competency in the dispositions. They should meet with their advisor to review their disposition scores and develop strategies for improvement in their Professional Improvement Plan.

Appeal Procedures

Any student who is not admitted to the Teacher Education program or is not approved for student teaching by the Teacher Education program may appeal that decision to the Vice President of Academic, Career and Technical Education.

Student Due Process Policy and Procedures

Policy:

A student objecting to any decision made by the Teacher Education program, including denial of admission to any phase of the Teacher Education program, may appeal the decision to the Vice President of Academic, Career and Technical Education.

Procedure:

- 1) The student writes a letter describing the circumstances related to and rationale for the appeal, attaches supporting documentation, and submits it to the Chair.
- 2) The documentation is then transmitted to the Vice President of Academic, Career and Technical Education for review and action. The office of the Vice President of Academic, Career and Technical Education schedules a hearing date.
 - The student has the right to appear at the hearing.
 - The student may bring and/or use expert resource persons, e.g., college faculty, staff, or other appropriate professionals, to support the appeal.
 - Hearing steps:
 - The Vice President will conduct the meeting which may be recorded electronically.
 - Student and/or witness(es) present evidence.
 - The Vice President questions and reviews relevant data with student present.
 - Student (and witness(es)) are excused from the hearing.
 - The Vice President deliberates and takes action.
 - The Vice President maintains written record of outcome.
- 3) The decision of the Vice President is communicated, in writing, to the student and the academic advisor on or before 10 days after the hearing.
- 4) If the student rejects the decision of the Vice President, the student may further appeal the decision to the President, David M. Gipp, whose decision is final.

The final recommendation in regard to the student's appeal shall be based on grade point requirement, field experience evaluations, effort in the classroom, personal characteristics, and performance in the developing competency in the program goals, professionalism, potential to be effective in a teaching situation, and sound character.

Professional Development Plan

An intervention may be recommended for a candidate demonstrating a significant weakness in any area of the goals (standards) of the program at the course level, or in any field, practicum or student teaching experience. Intervention may be recommended by any teacher or professional observing the candidate's performance. This request

must be a written statement of the problem or behavior that needs a specific plan of action or correction for the candidate to proceed in the Teacher Education program. The candidate will be notified that the intervention has been requested. The candidate's advisor or student teacher supervisor will collaborate on a professional development plan. The plan will be placed in the candidate's file in the Teacher Education department. The advisor or student teaching supervisor will be responsible for follow-up until the outcome is reached or adequate growth has been made or other options are sought.

Field Experiences

Field experiences are designed to help candidates explore teaching as a career path. Beginning with EDU 250, Introduction to Education, students become involved in teaching activities in the classroom. Field experiences help candidates understand the demands of teaching and assess whether their interests and abilities correspond to the teaching profession. Field experiences in the program are progressive beginning with observing and moving into one-on-one tutoring, small group instruction and eventually preparing and teaching lessons to an entire class during the methods practicums.

Dress Code for all School-Based Field Experience and Student Teaching

In all classroom settings, professional attire is required for teacher candidates. Professional attire for men includes wearing an appropriate shirt and tie; for women, slacks or loose fitting skirts. Midriff or tank tops, tight sweaters, revealing necklines, and mid-thigh skirts are not acceptable attire for women. No jeans or T-shirts should be worn by men or women, and all tattoos should be completely covered.

Name Tags

Dress code also includes always wearing the UTTC Teacher Education name tag. Candidates will be required to purchase a name tag (\$11.00) for their first school-based experience. They will continue to use this name tag throughout their program of study, including student teaching. In the event of lost name tags or name changes, students will be responsible for replacement costs.

Student Teaching

Student teaching is the culminating experience of the Teacher Education program. The information for student teaching can be found in the separate Student Teaching Handbook. Prior to student teaching, if the teacher candidate meets all of the requirements identified in the Student Teaching Handbook, he or she will move from *provisional acceptance* status to *full acceptance* into the Teacher Education Program.

Student Teaching Fees

There is an additional fee of \$40 per credit required for all student teacher placements. A fee of \$360 per semester will be paid by the student teacher to the cooperating teacher(s) as an honorarium. An additional fee for out-of-area placements may also be assessed to the student teacher depending on the location of the placement.

Attendance

To receive the full benefit of their program of study, teacher candidates must attend each and every scheduled class session. Candidates are directed to review specific Teacher Education course syllabi for additional attendance requirements. Candidates who do not attend Teacher Education classes face the possibility of administrative withdrawal and subsequent delay of progress through the program.

Performance Expectations

- Attend all class sessions and other required activities
- Meet all deadlines
- Prepare adequately for each class session using appropriate study strategies
- Do your own work
- Have and use all textbooks and required materials
- Listen actively and carefully in class, including following all directions
- Participate in class activities and discussions
- Write and speak effectively and appropriately

Resources

A variety of academic resources and support are available which greatly assist teacher candidates during their preparation for a career in the education field. Areas in which services are available include, but are not limited to:

- Instructional Materials/Media – All Teacher Education students should become familiar with the materials and resources which are available in the College's Library (ext. 1282) located in the Education Building.
- Additional curriculum resources are available in the Teacher Education Resource Room in the lower level of the Education Building – Room B05.
- Tutoring – Occasionally a Teacher Education student finds him/herself struggling with a specific course during a particular semester. Whenever such academic difficulties occur, students should first contact his/her instructor(s) for assistance. If the difficulties persist after discussing the issue(s) with the instructor, students

should meet with the Teacher Education Advisor immediately and discuss scheduling time with a tutor.

- Career Placement – Services available from the College’s Career Placement Office provide the Teacher Education student with valuable assistance finding employment upon graduation. For more information, call ext. 1446 or 1447.
- Teacher Education Advisor – Teacher Education Advisors are willing and available to listen to and help their advisees. Students are encouraged to contact their advisors when difficulties arise. If the Advisor assigned to you is not available, please feel free to visit with the Teacher Education Chair.
- The UTTC Student Handbook contains numerous other resources available to students. Please refer to the information in the Student Handbook. They are available at no cost to all UTTC students.

Teacher Education Student Organizations

All teacher candidates are encouraged to join at least one of the organizations available to students.

The Teacher Education Vocational Student Organization (TEVSO) provides mentors for new students, a network of support for all students as they progress through their programs of study, and social activities. Members regularly participate in community service projects, both on and off campus. This organization is governed by students in the Associates of Applied Science degree programs but all Teacher Education students are invited to participate.

The Student – North Dakota Education Association (SNDEA) has a chapter on the UTTC campus for all students in the Teacher Education program. You must apply for membership for this professional organization and be admitted to the Teacher Education program. Membership shows dedication to education and commitment to professional growth. All members and officers receive a letter that can be included in their professional portfolios.

SNDEA benefits you in the following ways:

- \$1,000,000 association professional liability insurance while in the classroom
- Workshops
- Publications from national and state affiliates
- Opportunities to network with other pre-professionals
- Opportunities for leadership at the local, state, and national levels
- Scholarship opportunities
- Earn \$10 credit toward NEA membership dues for each year (up to four) you are a member of SNDEA.

Membership dues are \$48.00 per year. You can also enroll online at www.nea.org (click on For and About Members). Check your email and department bulletin boards for meeting notices!

Costs Associated with Teacher Education

As a teacher candidate, you should be aware of the costs associated with your profession that you will be expected to pay. **Fees are subject to change without notice.**

Here are a few you should know about:

- PRAXIS I Pre Professional Skills Test
 - \$145 for the paper and pencil version
 - \$165 (approximate, cost will vary) for the computer based exam
- PRAXIS II –check Praxis Series Bulletin or Web Site
- Taskstream-Portfolio subscription – Check with UTTC Bookstore for pricing options
- Student Teaching Fee (Cooperating Teacher Honorarium) - \$360 for each semester you student teach
- Initial North Dakota State Teaching Licensure - \$100
- North Dakota Fingerprinting - \$52

APPENDICES

ADMISSION REQUIREMENTS

& Checklist for Teacher Education

- What is the **admission process**?

The Teacher Education program has a competitive admissions process. A limited number of applicants are admitted for Fall Semester and for Spring Semester. Admission to the Teacher Education Program is a separate process from United Technical College (UTTC) admission. Being accepted for admissions to UTTC is the first step; admission to the Teacher Education program is a separate process.

After you apply for admission to the Teacher Education program, and complete the necessary requirements, you will be admitted on a **provisional** basis until you have completed all required course work, field experience, and testing. You will become a fully admitted candidate for licensure at the beginning of your student teaching semester.

- Do I need a **background check**?

Yes. You must have a background check as soon as you are admitted and before being placed in a public school for field experiences. You will not be allowed to begin professional program courses until you receive clearance.

Admission to the Teacher Education program will be immediately revoked if you have a criminal record that prohibits you from meeting the criteria for a North Dakota teaching license. Additional information will be provided once you have been notified about provisional admission into the Teacher Education program.

- What are the **prerequisites**?

You may apply to the Teacher Education program if you are currently enrolled in or have completed the following courses:

1. English composition (grade C or above in ENG 110 and ENG 120 or equivalent);
2. Quantitative literacy (grade C or above in MTH 103 or equivalent);
3. Communication proficiency (grade C or above in COM 110 or equivalent);
4. Computer information literacy (grade C or above in CSC 101 or equivalent);
5. And grade C or above in EDU 250 Introduction to Education and PSY 230 Educational Psychology.

- Do I have to **take an admission exam**?

Yes. You must take the Pre-Professional Skills Test (PPST), a standardized assessment that shows your achievement levels in reading, writing and mathematics.

- Where do I **register** for the PPST?

We will assist you with registering for the PPST. It is offered by appointment at the Sylvan Center in Bismarck, ND. There is a fee for taking the test that has to be paid when you submit your registration form. More information is available in the Teacher Education department.

- What are the **PPST minimum scores**?

Current minimum scores required for admission to the Teacher Education program are:

- Math 170/315
- Reading 173/320
- Writing 173/319

You may take any one or more of the test sections over as necessary. Keep in mind you have to pay for the test each time you take it.

- What happens after I'm **provisionally admitted**?

You are expected to maintain high professional and academic standards. Quality of work and timely progress through the program are two (2) criteria considered as evidence of your professional competence. Program expectations are as follows:

1. Provisional admission to a specific program is valid for a period of five (5) years. If you have not completed the program within the five-year period, you will be required to seek readmission under the current admission standards.
2. Professional education credit hours older than five (5) years at the time of program admission may not be counted toward licensure.
3. Failure to maintain a level of achievement consistent with the program standards required for teacher education admission may result in suspension from the program. Once you are admitted to the program, you must maintain a GPA of 2.75. You cannot receive a grade lower than a B in any professional education course. If you do receive a grade lower than a B, you may repeat any professional education course one (1) time only.
4. Maintain a 2.0 average on the **Teacher Education Professional Dispositions** tool.
5. Documented violations of the UTTC Student Code of Conduct may be considered grounds for suspension or dismissal from the Teacher Education program.
6. Admission status is provisional until you begin your student teaching. If you fail to maintain an acceptable level of achievement during this time, your provisional status may be revoked and you will have to re-apply at a later time.

- Is there an **appeal process**?

If you wish to appeal a decision or ruling of the Teacher Education department, you must communicate that request in writing to the Vice President of Academic, Career and Technical Education. The written request for a hearing should include documentation of any mitigating conditions or circumstances you wish the Vice President to consider in reviewing the action. The Vice President will review the circumstances of your case and make recommendations to the department. The appeal process is outlined in the Teacher Education Student Handbook.

- Under what circumstances are **special accommodations** made?

The Teacher Education program recognizes specific program and diversity needs of professional educators as well as students with disabilities, and it reserves the right to consider such factors in the admission of teacher candidates. If you have a disability, you must first register with the Disability Services Coordinator office located in the upper level of the Jack Barden Center on the UTTC campus.

- What if I **transfer** from another institution?

If you are planning to transfer to UTTC, you must have your teacher education credit hours evaluated by a Teacher Education Advisor, and you must meet the following conditions:

I. Recency Requirement

Professional education courses completed prior to transferring to the UTTC Teacher Education program are evaluated for currency standards; courses taken more than five (5) years ago will not be accepted.

II. Course Sequence Requirement

The courses in the Teacher Education degree plan are specifically designed to build on the competencies met in a previous course. Because of this, some courses that were taken at other institutions may not be considered for transfer even if the course appears to be similar to one offered by the UTTC Teacher Education program.

III. Student Teaching

Student teaching will be permitted only when the following conditions have been satisfied:

- You must be admitted to the UTTC Teacher Education program.
- You must complete all professional teacher education course work (or approved equivalents) as required by the Teacher Education program.
- You may have only 2's and 3's on your Teacher Education Professional Dispositions tool.
- You must submit a student teaching application the semester before you plan to do your student teaching.

- You must take the required Praxis II content exam in your area. This should be taken the semester immediately preceding student teaching. The specific test numbers can be found under helpful links on the North Dakota Education Standards & Practices Board website. More information about the specific tests will be available in the Teacher Education department.

Where can I find out more about the program?	
Teacher Education United Tribes Technical College 3315 University Drive Bismarck, ND 58504 (701) 255-3285 www.uttc.edu	Chair Lisa J. Azure lazure@uttc.edu (701) 255-3285, ext. 1407 Advisement Contact Leah Hamann lhamann@uttc.edu (701) 255-3285, ext. 1380

UTTC Teacher Education Program

English/Math/Communications/Computer Literacy

Complete English Composition (grade C or above in ENG 110 and ENG 120 or equivalent), Quantitative Literacy (minimum of MTH 104 College Algebra or equivalent), Communication Proficiency (grade C or above in COM 110), and Computer Information Literacy (grade C or above in CSC 101 or equivalent).

EDU 250 Introduction to Education & PSY 230 Educational Psychology

Complete EDU 250 and PSY 230 (grade C or above in both)

Minimum Number of Credit Hours and GPA

Complete at least 47 semester hours of general education or relevant prerequisite courses.

Pre-Professional Skills Test Proficiency

Register for and take the PPST test. Teacher candidate must meet minimum cut scores established by the ND Education Standards & Practices Board prior to taking methods courses.

Letters of Recommendation

You must request letters of recommendation from three of your former faculty members (UTTC faculty members if you are a graduate of the UTTC AAS degree program) who are familiar with you professionally. You will be provided a form for each of the three recommenders to complete and mail directly to the Teacher Education department. You will not have the opportunity to review the form before it is mailed. Make sure you follow up with the recommenders you choose to make sure they have completed and mailed the form.

Orientation

If you are accepted into the program, you must attend the mandatory orientation seminar. Information on the orientation seminar will be included in your admission letter.

Background Check

If you are provisionally admitted into the Teacher Education program, you will be subject to a criminal background check. A background check will be completed on you every year that you are in the program, in the fall. In addition, prior to student teaching, you will be required to complete the fingerprinting process at the local Police Department.

Teacher Education Professional Dispositions Tool

Teacher candidates must maintain a 2.0 average on the Dispositions tool. Prior to student teaching, all scores must be either 2 – Emerging or 3 – Acceptable.

Teacher Education Application

UNITED TRIBES TECHNICAL COLLEGE

Application Requirements

The following information is required for you to be considered for acceptance into the UTTC Teacher Education program.

1. Have a 2.50 cumulative GPA at the time of application
2. Demonstrate an acceptable level of oral communication skills during an interview
3. Three (3) Letters of Recommendations
4. Notarized and signed Criminal History Consent Form
5. Take and pass the Praxis I: Pre-Professional Skills Test (PPST)
6. Submit to and successfully pass a criminal history background check
7. Admission to UTTC – to apply, go to www.uttc.edu and click on the “Admissions” link on the gray toolbar at the top of the page.

Remember that applying to the Teacher Education Program is only the first step in the process. If selected, there are specific criteria that you must meet, and continue to maintain, in order to remain in the program.

**TEACHER EDUCATION PROGRAM
Recommendation Form**

(Please make a copy of this form for each of your recommenders.)

Name of Applicant: _____

I understand that the information supplied on this form is confidential and will not be shared with me. By signing my name below, I waive all rights of examination.

Applicant's Signature _____ Date _____

The person named above is an applicant for the Teacher Education Program at UTTC. Each applicant is required to provide supporting statements from a non-relative individual who is familiar with his or her commitment and abilities.

How would you rate the applicant with respect to the following teacher dispositions?

Disposition	Exceptional	Strong	Average	Fair	Poor	Unknown
Embraces diversity and is respectful of all people						
Caring to all children						
Believes all students can learn						
Is flexible and adaptable						
Balances and completes tasks on schedule						
Accepts and utilizes suggestions for improvement						
Works well with others						
Is dependable						
Uses time wisely						
Is punctual						
Maintains a positive attitude						
Reflects upon and takes responsibility for his/her own learning						
Demonstrates effective verbal and non-verbal communication						
Is a thoughtful and responsive listener						
Demonstrates critical thinking skills						
Adheres to high ethical standards						
Respects confidentiality of information						
Maintains proper professional dress and hygiene						

In what capacity have you known this applicant? _____

I _____ that this applicant be admitted to the UTTC Teacher Education Program.

- Strongly recommend
- Recommend
- Recommend with some reservations
- Do not recommend

NAME (please print) _____ DATE (DD/MM/YY) ____/____/____

SIGNATURE: _____ PHONE: _____

OCCUPATION: _____

ADDRESS: _____

PLEASE MAIL THIS RECOMMENDATION FORM TO:

Teacher Education

Attention: Lisa J. Azure, Chair

United Tribes Technical College

3315 University Drive, Bismarck, ND 58504

CRIMINAL HISTORY CONSENT

United Tribes Technical College

I authorize United Tribes Technical College to receive any criminal and/or driver's history record information pertaining to me which may be in the files of any state, federal or local criminal justice agency. Further, I give consent to the college to perform periodic criminal history background checks for the duration of my pre-service teacher candidacy, which includes field experiences and student teaching. I understand that no agencies, or employees of those agencies, shall be responsible for the accuracy of information nor assume any liability for defamation, invasion of privacy, negligence or any other claim in connection with any dissemination of information pursuant to this record check, and shall be immune from suit based upon such claims.

Last Name	First Name	Middle	Other Names Used
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Street Address	City	State	Zip
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Gender	Ethnicity	Date of Birth	Social Security Number
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Home Phone	Cell Phone	Driver's License# or State ID#	State Issued
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Applicant Signature _____ Date _____

Applicants to the Teacher Education Program must complete the criminal history consent form, have it notarized, and submit it with your application. This is a requirement for consideration for admission to the program.

STATE OF _____

COUNTY OF _____

This document was acknowledged before me on _____ by _____

(Date)

(Name of Applicant)

[Notary Seal]:

(Signature of Notary Officer)

Notary Public for the State of _____

My commission expires: _____



United Tribes Technical College Teacher Education Elementary Education Bachelor of Science Degree

Date _____

Candidate _____ ID# _____

General Education Requirements (Total 47 credits - 44 + 3 for EDU 288)

Communication – 9 credits

Course	Credits	Sem./Grade
ENG 110	3	
ENG 290	3	

Course	Credits	Sem./Grade
COM 110	3	

Social Science – 12 credits (Must be taken in a minimum of 2 departments)

PSY 111	3	
PSY 252	3	

**SOC 275	3	
HIS 104	3	

** SOC 275 Native American Studies is required for ND teacher licensure.

Arts & Humanities – 5 credits (Must be taken in a minimum of 2 departments)

NAS 112	2	

HUM 101	3	

Math, Science & Technology – 18 credits

SCI 103	3	
Lab	1	
MTH 103	4	
CSC 101	3	

BIO 150	3	
Lab	1	
SCI 201	3	

*North Dakota Science Requirement: To obtain a teaching license in N.D. coursework must be completed in life (BIO 150), physical (SCI 103), earth (SCI 201) and space science. **Two areas of science may be satisfied with **one** course and will be determined by the **title/description** or **course content**.*

World Cultures Requirement (This may also count as a General Education Requirement) Satisfied with _____

Computer Competency

EDU 288 Technology in Education	3	
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For Department Use Only:

Admission to Teacher Education Requirements:

Informed		Complete
_____	2.50 Cumulative GPA	_____
_____	Teacher Education Interview	_____
_____	Letters of Recommendation	_____
_____	Dispositions 2.0 or Higher	_____
_____	Portfolio Subscription	_____
_____	Criminal Background Check	_____
_____	PPST Reading, Math and Writing	_____
_____	INTASC Self-Assessment	_____

Graduation Requirements:

Informed		Complete
_____	2.75 Cumulative GPA	_____
_____	Register for Praxis II	_____
_____	Portfolio Presentation	_____
_____	Dispositions 2.0 or Higher	_____
_____	Student Teaching Application	_____
_____	Criminal Background Check	_____
_____	Fingerprinting	_____
_____	Graduate Exit Survey	_____

Candidate _____

ID# _____

ELEMENTARY EDUCATION – GRADES 1-6

Required Professional/Education Courses (65 credits) (minimum grade of “B” or above)

	Course	Cr.	Sem	Grade	Course	Cr.	Sem	Grade
TOUCHSTONE #1	EDU 200 Classroom Management	2			EDU 205 Intro to Exceptional Education	3		
	EDU 220 Geography for Teachers	2			EDU 232 Fundamental Elements of Effective Reading Instruction	3		
	EDU 250 Introduction to Education (FE)	3			EDU 290 Multicultural Education	3		
	EDU 305 Creating Inclusive Classrooms (FE)	3			EDU 310 Teaching & Learning: The Student	2		
	EDU 315 Integrated Art, Music & Drama Curriculum (FE)	2			EDU 312 Teaching & Learning: The Teacher	2		
	EDU 338 Family & School Collaborations	2			EDU 365 Elementary Classroom Learning Environments (FE)	2		
Provisional admission to Teacher Education is required before enrolling in the following Teacher Education courses.								
TOUCHSTONE #2	EDU 325 Language Arts in the Elementary Classroom (FE)	2			EDU 330 Teaching Reading in the Elementary Classroom (FE)	3		
	EDU 335 Behavior Management: Impairment to Intervention (FE)	3			EDU 340 Elementary Physical Education Curriculum (FE)	3		
	EDU 345 Assessment of Learning (FE)	3			EDU 350 Social Studies in the Elementary Classroom (FE)	2		
	EDU 352 Teaching Culturally and Linguistically Diverse Children	3			EDU 355 Mathematics in the Elementary Classroom (FE)	2		
	EDU 360 Integrated Science & Technology Curriculum (FE)	3						
TOUCHSTONE #3 - Full admission to Teacher Education is required before enrolling in EDU 499.								
	EDU 499 Internship in Elementary Education	12						
TOUCHSTONE #4 – Program Completion – Eligible for graduation and professional licensure.								

*FE – Field Experience Requirement

Other Required Courses (14 credits) (minimum grade of “B” or above)

Course	Cr.	Sem	Grade	Course	Cr.	Sem	Grade
ENG 238 Children’s Literature	3			MTH 277 Math for Elementary Teachers I	3		
MTH 377 Math for Elementary Teachers II	3			PSY 230 Educational Psychology	3		
GPE 102 Introduction to Fitness	1			GCA 103 Wellness & Healthy Living	1		

Total degree hours required = 126 semester hours

My signature below confirms I have reviewed this program of study and am aware of the grade requirements for the courses as indicated above.

Teacher Candidate

Date

Dispositions Assessment Tool

Teacher Candidate _____ I.D. # _____ Date _____

Respondent Name (print) _____

Respondent Signature _____

Course name and number _____
 Brief description of context for evaluation: _____

United Tribes Technical College Teacher Education Program Dispositional Professional Qualities in Teacher Education Program Candidates *A Teaching Tool*

This form describes dispositions that educators aspire to in the pursuit of becoming competent, caring teachers. The form can be used to help teacher candidates learn about the indicators for each characteristic through activities such as class discussions and personal reflections. This form will also be used to evaluate dispositions that teacher candidates display during class and field experience, to document professional progress, and to identify areas where improvement is needed.

Not Applicable or Not Observed	Serious Concerns	Needs Improvement	Emerging	Acceptable
NA	0	1	2	3
	Behavior displayed contrary to expectations for this disposition	Behavior displayed occasionally	Behavior displayed frequently	Behavior displayed frequently and consistently

1. COLLABORATION: Collaboration can be as simple as two teachers informally discussing a student's progress or as complex as long-term, regularly scheduled meetings, involving various school stakeholders, state standards, and research to overhaul curricula. One of the constants, however, when educators come together to collaborate is the intellectual effort they put forth to better themselves as a group to benefit their students. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of collaboration skills that the teacher candidate must demonstrate:

1.1 Cooperates with others	NA	0	1	2	3
1.2 Makes contribution to group effort	NA	0	1	2	3
1.3 Shares information and materials with others	NA	0	1	2	3
1.4 Makes relevant contributions to discussions	NA	0	1	2	3
1.5 Supports decisions of group willingly, even if different from own	NA	0	1	2	3
1.6 Volunteers to participate in group effort	NA	0	1	2	3
1.7 Supports work of others	NA	0	1	2	3
1.8 Plans and sets goals and priorities with others	NA	0	1	2	3
1.9 Establishes professional goals that are aligned with those of the organization	NA	0	1	2	3
TOTAL					
AVERAGE					

Comments:

<p>2. INTEGRITY: Integrity can best be described as doing the right thing even when no one else is watching. Teachers must have personal integrity as they are, for the most part, unsupervised during the time with the students. Therefore, it is vitally important that the teacher exhibits proper classroom instruction and discipline even when there are no other adults present. The education experience consists of teaching important life skills and meaningful objectives that include: learning to cooperate, understanding how to share, completing tasks, showing compassion, and reflecting on the world around. If a teacher hasn't already mastered those skills herself, it will be nearly impossible for her to set that example for the children. These skills are:</p>					
2.1 Maintains confidentiality of students/colleagues	NA	0	1	2	3
2.2 Models behavior expected of both teachers and learners in an educational setting	NA	0	1	2	3
2.3 Communicates without intent to deceive	NA	0	1	2	3
2.4 Demonstrates ethical behavior	NA	0	1	2	3
2.5 Makes decisions based on honesty and integrity	NA	0	1	2	3
2.6 Gives credit to others when using their work	NA	0	1	2	3
TOTAL					
AVERAGE					
Comments:					
<p>3. RESPECT: Respect as a teacher disposition is demonstrated when the teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of individual excellence. The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. The teacher must be sensitive to community and cultural norms and make students feel valued for their potential as people, and helps them learn to value each other. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of skills or tendencies that reflect the disposition of respect:</p>					
3.1 Considers opinions of others with an open mind	NA	0	1	2	3
3.2 Listens attentively to others in a variety of contexts	NA	0	1	2	3
3.3 Demonstrates a warm, friendly, and caring manner to others	NA	0	1	2	3
3.4 Interacts in a polite and respectful manner	NA	0	1	2	3
3.5 Uses appropriate language	NA	0	1	2	3
3.6 Takes care of property of others	NA	0	1	2	3
3.7 Demonstrates empathy and concern for others	NA	0	1	2	3
3.8 Displays equitable treatment of others	NA	0	1	2	3
3.9 Acknowledges perspectives of individuals from diverse backgrounds	NA	0	1	2	3
3.10 Interacts appropriately in relation to cultural norms	NA	0	1	2	3
3.11 Appreciates and embraces individual differences	NA	0	1	2	3
3.12 Demonstrates positive attitudes toward diverse cultures and learners	NA	0	1	2	3
TOTAL					
AVERAGE					
Comments:					

<p>4. REVERENCE FOR LEARNING: Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of critical dispositions:</p>					
4.1 Values knowledge, content, and experiences in preservice academic programs	NA	0	1	2	3
4.2 Takes initiative to expand knowledge base	NA	0	1	2	3
4.3 Values instructional time	NA	0	1	2	3
4.4 Seeks opportunities to learn new skills	NA	0	1	2	3
4.5 Uses credible and data-based sources	NA	0	1	2	3
4.6 Demonstrates enthusiasm for the subject being taught	NA	0	1	2	3
4.7 Demonstrates positive attitude toward learning	NA	0	1	2	3
4.8 Conveys high expectations for achievement	NA	0	1	2	3
TOTAL					
AVERAGE					
Comments:					
<p>5. PROFESSIONALISM: The disposition of professionalism is multi-faceted and broad reaching. Professionalism includes qualities and practices teacher candidates must exhibit in order to be recommended for licensure. The candidates will display <i>all</i> of the following qualities and/or behaviors that characterize professionalism:</p>					
5.1 Uses appropriate strategies to respond to emotional and emergency situations	NA	0	1	2	3
5.2 Responds to situations professionally	NA	0	1	2	3
5.3 Uses appropriate tone of voice	NA	0	1	2	3
5.4 Initiates communication to resolve conflict	NA	0	1	2	3
5.5 Maintains emotional control	NA	0	1	2	3
5.6 Uses self-disclosure appropriately	NA	0	1	2	3
5.7 Uses appropriate non-verbal expressions	NA	0	1	2	3
5.8 Responds appropriately to actions and reactions of others	NA	0	1	2	3
5.9 Acts from a positive frame of reference most of the time	NA	0	1	2	3
5.10 Accepts feedback from others	NA	0	1	2	3
5.11 Identifies personal responsibility in conflict/problem situations	NA	0	1	2	3
TOTAL					
AVERAGE					
Comments:					
<p>6. Reflection: Reflection is the ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future. This disposition includes the practice of critical reflection. Indicators of the ability to reflect include, but are not limited to, the following:</p>					
6.1 Accepts and incorporates suggestions in subsequent practice	NA	0	1	2	3
6.2 Identifies own biases and prejudices	NA	0	1	2	3
6.3 Demonstrates accurate self-analysis regarding one's own strengths & weaknesses	NA	0	1	2	3
6.4 Uses reflective practices to set goals	NA	0	1	2	3
6.5 Collects accurate data and incorporates it into the reflective process	NA	0	1	2	3
6.6 Recognizes situations that call for a problem-solving approach	NA	0	1	2	3

	TOTAL					
	AVERAGE					
Comments:						
<p>7. Flexibility: Flexibility is the willingness to accept and adapt to change. Teachers must be consistent but also flexible. Since no two situations are ever the same, a teacher must be flexible enough to adhere to all situations presented. The teacher must be able to stand firm in his or her own convictions but be flexible and welcome changes to routine. Characteristics of flexibility include:</p>						
7.1 Adapts to unexpected or new situations	NA	0	1	2	3	
7.2 Accepts less than ideal situations when necessary	NA	0	1	2	3	
7.3 Maintains positive attitude when necessary changes occur	NA	0	1	2	3	
7.4 Implements ideas suggested by others	NA	0	1	2	3	
7.5 Demonstrates willingness to apply a problem-solving approach	NA	0	1	2	3	
	TOTAL					
	AVERAGE					
Comments:						
<p>8. Responsibility: To act independently, demonstrating accountability, reliability, and sound judgment indicates the disposition of responsibility. Teachers take responsibility for establishing a positive climate in the classroom and participate in maintaining such a climate in the school as whole. Teacher candidates must demonstrate the following qualities, tendencies, and/or behaviors which characterize responsibility at the preservice level:</p>						
8.1 Accepts consequences for personal actions or decisions	NA	0	1	2	3	
8.2 Submits assignments on time or follows procedures for extension	NA	0	1	2	3	
8.3 Uses sound judgment in decision making	NA	0	1	2	3	
8.4 Takes action to solve problems	NA	0	1	2	3	
8.5 Prepares for classes, meetings, and group work	NA	0	1	2	3	
8.6 Manages time effectively	NA	0	1	2	3	
8.7 Completes assigned tasks from group activities within an acceptable time frame	NA	0	1	2	3	
8.8 Seeks clarification and/or assistance as needed	NA	0	1	2	3	
8.9 Prioritizes work based upon established goals	NA	0	1	2	3	
8.10 Returns borrowed materials in a timely manner	NA	0	1	2	3	
8.11 Takes initiative to get materials and notes when absent from meetings or classes	NA	0	1	2	3	
8.12 Seeks/locates needed resources	NA	0	1	2	3	
8.13 Ensures accuracy of information for which he/she is responsible	NA	0	1	2	3	
8.14 Gives priority to health and safety concerns of others	NA	0	1	2	3	
	TOTAL					
	AVERAGE					
Comments:						

Teacher Candidate

Date